

U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instruction.

☒ Annual Performance Report ☐ Final Performance Report

OMB No. 1890-0004
Exp. 10-31-2007

General Information

1. PR/ Number #: **U363A050115**

2. NCES ID#: _____

(Block 5 of the Grant Award Notification - 11 Characters.)

(See Instructions - Up to 12 Characters.)

3 Project Title: **Building Capacity for Redesign of Preparation of School Leaders**

(Enter the same title as on the approved application.)

4. Grantee Name (Block 1 of the Grant Award Notification): **Board of Control for Southern Regional Education**

5. Grantee Address (See Instructions.) **SREB/Leadership, 592 Tenth St., NW, Atlanta, GA 30318-5776**

6. Project Director Name: **James E. Bottoms**

Title: **Senior Vice President**

Ph #: (404) 875 - 9211 Ext: (249)

Fax # : (404) 872 - 1477

Email Address: **gene.bottoms@sreb.org**

Reporting Period Information (*See Instructions.*)

7. Reporting Period: From: 10/01/05 To: 4/30/06 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period		--
b. Current Budget Period	\$ 85,609	--
c. Entire Project Period (For Final Performance Reports only)		--

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

a. Are you claiming indirect costs under this grant? X Yes ___ No

b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? X Yes ___ No

c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: **07/01/04** To: **06/30/06** (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (Please specify): **USDOE OMB Circular A-122**

Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please specify) _____

d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

___ Is included in your approved Indirect Cost Rate Agreement?

___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (*See Instructions.*)

10. Annual Certification of Institutional Review Board (IRB) Approval? ☐ Yes ☐ No ☒ N/A

Performance Measures Status and Certification (See Instructions.)

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☐ Yes ☒ No

b. If no, when will the data be available and submitted to the Department? **10/31/06** (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

James E. Bottoms

Title: Senior Vice President

Name of Authorized Representative:

Date: **06/13/06**

Signature: _____



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) **U363A050115**

(See Instructions)

The goal of the *Building Capacity for Redesign of Preparation of School Leaders* is to build capacity at the state level in Tennessee by:

- forming a state Commission and organizing task forces to inform the commission and recommend policy and procedure changes; and
- developing a partnership between three local school districts¹ and two universities² to develop leadership preparation programs that prepare effective school leaders, especially for high-need districts, who can implement improvement strategies that result in raising student achievement.

To support these goals, SREB has initiated a variety of activities from October 1, 2005 until April 30, 2006:

1. **SREB has facilitated the creation of the oversight commission of key educational and policy leaders (Membership list attached) who are developing and refining a set of redesign condition procedures to guide universities, local districts and the state in the selection, preparation, licensure, evaluation and retention of new leaders and current school principals and assistant principals.** Training materials to support the implementation and development of a state commission and task forces have been completed. These were field-tested November 10, 2005 with the Tennessee commission and the task forces and found to be extremely useful (see Appendix A). The state commission has convened two sessions, November 10, 2005 and February 3, 2006, (see Appendices A.7, A.12, B.7 and B.12) and appointed members to three of the required five task forces to study and make recommendations for changes needed in the areas of standards, selection and preparation and certification and evaluation. These task forces have convened several times (see Appendices A and B) and the final two task forces, induction and professional development and working conditions for school leaders will have members appointed June 9, 2006. New state standards (see Attachment 3), recommended by the Commission, will be sent to the state board for approval at the August 2006 state board meeting. Members of the commission attended the SREB State Leadership Forum, *Preparing, Licensing and Supporting a New Generation of School Leaders* that convened in Atlanta, Georgia, May 18-19, 2006. The Forum was attended by 140 participants organized into 23 state teams and enabled the Tennessee commission members and university district partners to network with other states who are redesigning and to keep the momentum in redesigning leadership preparation programs going in Tennessee.
2. **SREB has supported state agencies in developing capacity to implement the redesign commission's recommended/adopted new policies, practices and specifications for principal preparation, licensure, and professional development.** Gary Nixon, Executive Director of the State Board of Education and Mary Jo Howland, Assistant Director of the State Board of Education have been appointed to lead and coordinate the work of various state agencies involved in implementing the redesign initiative. They have gained a first-hand view of the redesign process by assisting in organizing the redesign commission and task forces and working with two university/district pilot sites to develop a redesign implementation plan, including:
 - training and coaching;
 - exemplary curriculum materials and assessment strategies;
 - networking opportunities;
 - extra resources;
 - curriculum audit process and guidelines; and
 - criteria for mentor principal selection and preparation.
3. **SREB is working in partnership with the University of Memphis, East Tennessee State University and three school districts—Memphis City, Kingsport County, and Greeneville City—to form a Program Design Team of university and district members who are working collaboratively to develop redesigned preparation programs; develop criteria and processes for recruiting/selecting a cohort of 12 aspiring principals for each pilot site; preparing design teams and other faculty/district staff to develop new courses; and selecting, preparing and supporting mentors for aspiring principals' field experiences/internships.** Eastern Tennessee State University (ETSU) and their partner districts have identified and selected 12 of the 24 new school leaders. The University of Memphis and Memphis City partnership will design their selection process, have their information session for potential candidates (June 21, 2006) and have the final 12 candidates identified and ready to begin the fall 2006 semester.
Working with the university/district partners, SREB has facilitated the process of redesign of the educational leadership preparation programs. The ETSU, Kingsport County and Greeneville City partnership has identified new courses and the University of

¹ Greeneville City Schools, Kingsport County Schools, Memphis City Schools

² East Tennessee State University, University of Memphis

Memphis and Memphis City Schools partnership has scheduled the process to begin June, 2006. Both partnerships are on track to have their two new courses approved by the state and ready to offer for the fall 2006 semester.

Training in the SREB Leadership Curriculum Modules was provided to 18 team members of the ETSU, Kingsport County and Greenville City partnership January 23-25, 2006. The team used this new content to develop a plan of redesign and the official work started on April 20, 2006. The University of Memphis and Memphis City partnership started the process later. They will be attending module training July 10-12, 2006 and completing the redesign of their two courses for the cohort that will begin in the fall semester, 2006.

Each partnership has utilized the SREB research to develop criteria and select three mentor principals from Greenville City, three from Kingsport and nine from Memphis City for a total of 15 mentors. SREB provided training and support materials for the identified mentors June 6-8, 2006 in Greenville City. Mentors who had scheduling difficulties will be able to attend training July 10-12, 2006 in Orlando, Florida.

4. Module training is planned in several modules to train school leadership teams at selected field experience/internship school sites. *Using Data to Lead Change, Creating a Culture of High Expectations, Prioritizing, Mapping and Monitoring the Curriculum* and *Leading Assessment and Instruction* are scheduled to be taught August through December 2006.



U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): **U363A050115**

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective ☐ Check if this is a status update for the previous budget period.

SLP Performance Indicator One: To recruit, prepare, and support teachers and individuals form other fields to become principals and assistant principals in high-need schools in high-need LEAs.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	%
The percentage of those enrolled in the training programs that become certified as principals and assistant principals. See note in explanation section.	GPRA	999	/		/

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	%
The percentage of program completers earning certification as principals or assistant principals in high-need schools in high-need LEAs. See note in explanation section	GPRA	999	/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Note: The first cohort of the program will not complete training until the third year of the program; hence, no data are available for this reporting period.

2. Project Objective ☐ Check if this is a status update for the previous budget period.

SLC Performance Indicator Two: To provide professional development, coaching, mentoring, and other support activities to current, practicing principals and assistant principals serving in high-need schools in high-need LEAs that participate in a structured, job-embedded program of professional development, including mentoring, coaching, and other support activities.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The percentage of current, practicing principals and assistant principals serving in high-need schools in high-need LEAs that participate in a structured, job-embedded program of professional development, including mentoring, coaching, and other support activities.	GPR	999	/		/
See note in explanation section.					

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Activities related to this objective do not occur until later in the year and continues into the second and third years of the project.

3. Project Objective ☐ Check if this is a status update for the previous budget period.

Project Goal I. Create an oversight commission of key educational and policy leaders that will build the capacity of state agencies to redesign leadership preparation throughout the state by developing and refining a set of redesign condition procedures and processes to guide universities and local school districts in the selection, preparation and support for new leaders and current school principals and assistant principals.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
Note: All measures for this goal are qualitative. Policies to direct and support a successful statewide leadership preparation and certification redesign initiative, as recommended by an authorized redesign commission	GPR	999	/		/
See explanation for summary of qualitative data.					

3.b. Performance Measure	Measure Type	Quantitative Data			
An experimental set of conditions and essential competencies to drive redesign of leadership preparation programs. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/
3.c. Performance Measure	Measure Type	Quantitative Data			
A plan for scaling up redesign of leadership preparation by the designated state agency (s). See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/
3.d. Performance Measure	Measure Type	Quantitative Data			
A support system to assist university and district partners to develop and implement a redesigned leadership preparation program that includes training and coaching for design teams, exemplary curriculum materials and assessment strategies, networking opportunities, a critical friends audit process and guidelines for selecting and preparing mentor principals. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/
3.e. Performance Measure	Measure Type	Quantitative Data			
A process and criteria for evaluating and approving new programs and certifying aspiring leaders in accordance with recommendations developed and refined by the state redesign commission. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/
3.f. Performance Measure	Measure Type	Quantitative Data			
A tested process that SREB can use to help other states in the region and nation. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The project evaluation design includes a set of questions to be addressed for each of the project years. These questions are designed to address the project's goals and performance measures.

To answer the year one evaluation questions, the following sets of data were collected:

Meeting agenda

Meeting notes

Procedure/process descriptions

Interviews with selected commission members, university personnel, and local district partners

The data were analyzed and tentative responses were reviewed with commission members, university personnel and local district partners to ensure accuracy. This process resulted in the following responses to each of the six year one questions.

The year one questions pertaining to the creation and operation of the commission and the responses to those questions are as follows:

Is there a functional redesign commission in place?

Yes, the commission has met twice. Three task forces, (1) Standards, (2) Selection and Preparation, and (3) Licensure and Evaluation, were formed. A report by the Standards Task Force will be provided to the commission on June 9. It is anticipated that the commission will make recommendations to the state board for its preliminary consideration in August. The Selection and Preparation task force provided the commission with a report February .3. The Licensure and Evaluation Task Force will also provide the commission with a progress report on June 9.

Did the redesign commission create a set of experimental conditions and guidelines for a redesign leadership preparation program?

The commission will be considering a set of standards at its June 9 meeting. It is anticipated that the commission will submit recommendations to the state board of education in August for preliminary consideration.

4. Project Objective [] Check if this is a status update for the previous budget period.

Project Goal II. Demonstrate that co-development and delivery of leadership preparation by university and district partners, with strong direction and support from the state and from outside providers, can produce high-quality programs that prepare an adequate supply of new school leaders who are committed to serving high-need schools and have mastered the essential competencies to lead them to higher levels of student achievement.

4.a. Performance Measure	Measure Type	Quantitative Data			
Note: All measures for this goal are qualitative. Numbers of candidates trained are included in project objective 5. A formalized and functioning process to recruit and select qualified candidates. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

4.b. Performance Measure	Measure Type	Quantitative Data			
A program design team that includes key faculty and practitioners that agree on essential competencies new principals need to lead change in schools and classrooms and on program elements that are aligned with the essential competencies, including goals, a coherent curriculum, pedagogy, structure, staffing and candidate selection. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

4.c. Performance Measure	Measure Type	Quantitative Data			
A program design that meets the districts' needs and reflects the conditions for redesign developed by the state redesign commission. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

4.d. Performance Measure	Measure Type	Quantitative Data				
A core set of six new courses with new content, assignments, assessments and integrated field experiences developed by faculty/practitioner teams. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio
		999	/			/

4.e. Performance Measure	Measure Type	Quantitative Data				
University faculties working with local district staff and mentor principals to provide candidate field experiences that ensure mastery of the essential competencies for improving curriculum, instruction and student achievement through observing, participating in and leading school improvement teams in activities and projects that 1) focus on increasing the percentages of students meeting rigorous academic standards; and 2) have a positive impact on the practices in the host school. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio
		999	/			/

4.f. Performance Measure	Measure Type	Quantitative Data				
Faculties and district and school practitioners who deliver the new curriculum are trained on its content and pedagogies. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio
		999	/			/

4.g. Performance Measure	Measure Type	Quantitative Data				
Selected mentor principals who meet criteria jointly developed by the district and university, are prepared to model the essential leadership competencies and who help university faculty develop and manage field experiences and coach candidates to apply these effectively in the school setting. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio
		999	/			/

The project evaluation design includes a set of questions to be addressed for each of the project years. These questions are designed to address the project's goals and performance measures.

Explanation of Progress (Include Qualitative Data and Data Collection Information)

To answer the year one evaluation questions, the following sets of data were collected:

Meeting agenda

Meeting notes

Procedure/process descriptions

Interviews with selected commission members, university personnel, and local district partners

The data were analyzed and tentative responses were reviewed with commission members, university personnel and local district partners to ensure accuracy. This process resulted in the following responses to each of the six year one questions.

The year one questions pertaining to the university and local district partnerships are as follows:

Did local districts and universities agree on a set of essential competencies for new principals?

The project worked for the most part of the year with university/local district partner teams from two universities: East Tennessee State University, and Tennessee Technical University. Tennessee Technological University decided to withdraw from the project and was replaced late in the year by Memphis State University.

Although, project staff met with Tennessee Technological University staff numerous times and some progress was made, the response to this and subsequent questions is limited to the East Tennessee State University partnership.

The ETSU/local district partnership agreed to use the Interstate School Leaders Licensure Consortium (ISLLC) standards and new state standards when adopted. Personnel have received extensive training related to the SREB leadership modules which are related to the ISLLC standards, SREB's Critical Success Factors and the newly recommended Tennessee standards. Additionally, plans are underway to re-deliver the SREB module training in the east Tennessee area.

Did local districts and university partners develop a recruitment process and select a cohort of highly-qualified candidates?

Yes, the process was designed and used to select twelve candidates. The University of Memphis and Memphis City Schools are in the process of choosing the final 12 candidates.

Did district and university partners develop at least two new courses with new content, assignments, assessments and integrated field experiences developed by faculty/partner teams?

The development is currently underway and will be completed prior to the fall 2006 term. The new modules will be used during the fall 2006 term.

5. Project Objective [] Check if this is a status update for the previous budget period.

Project Goal III. Demonstrate the involvement of district superintendents and staff, and current principals, assistant principals and school leadership teams in designing programs and preparing aspiring principals in ways that enhance their capacity to plan and implement school reform practices that support rigorous academic standards for students.

5.a. Performance Measure	Measure Type	Quantitative Data			
A total of 24 certified aspiring principals who have successfully completed a preparation program and are committed to accepting appointments in high-need schools. Note: Data will not be available until the end of the third year of the project.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

5.b. Performance Measure	Measure Type	Quantitative Data			
In-place, continuing partnerships with universities to produce future principals capable of addressing local district needs for improved schools and student achievement. See explanation for summary of qualitative data.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

5.c.. Performance Measure	Measure Type	Quantitative Data			
Trained and experienced mentor principals and district staff available to 1) coach future aspiring principals, 2) provide mentoring and coaching to their current assistant principals and prepare them to succeed to the principal position well-prepared to lead school improvement; 3) coach current principals in need of improvement; and 4) train additional mentors. Measure will be addressed in year two. Training is scheduled for June 6-8, 2006.	GPRA	Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
		999	/		/

5.d. Performance Measure	Measure Type	Quantitative Data				
Increased district capacity to put a quality leader in every school who can identify achievement problems and plan and implement appropriate interventions that increase student achievement. Measure will be addressed in years two and three of the project. Capacity is currently being developed as described in previous summaries.	GPRA	Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	%
		999	/			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

ETSU and its local district partners are working together to design and implement the leader preparation program. Details are provided in previous summaries.

6. Project Objective ☐ Check if this is a status update for the previous budget period.

Project Goal IV. Learn new lessons about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative and shared with other states, universities and districts across the SREB states and the nation.

6.a. Performance Measure	Measure Type	Quantitative Data				
Document lessons learned about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative. See explanation for summary of qualitative data.	GPRA	Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	%
		999	/			/

6.b. Performance Measure	Measure Type	Quantitative Data				
Disseminate information to states, universities and districts across the SREB states and the nation. See explanation for summary of qualitative data.	GPRA	Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	%
		999	/			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Process is being documented (see previous summaries) and will be disseminated.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Project Changes

Six months after the project started Tennessee Technological University decided to withdraw from the project. The University of Memphis and the Memphis City Schools quickly joined the project and in the last two months they have made remarkable progress. A timeline for implementation has been established and this partnership should be at the same progress point in September, 2006 as the ETSU partnership. Funding expended for the Tennessee Technological partnership was limited so sufficient resources are available to support the University of Memphis partnership with their work for the remainder of Year 1.

Project Requests

The model for educational leadership preparation and development redesign used in this project with Tennessee has proven to be very effective and efficient in promoting state and university/district involvement in a successful systemic process. SREB requests that if additional funds are available, we be funded to replicate the same process in another state, such as West Virginia.

Attachments

Attachment 1: Education Leadership Commission

Attachment 2: SREB/USDOE Work Plan 2005-2006

Attachment 3: April Draft Tennessee Standards for Instructional Leaders

Appendices

Appendix	Meeting	Location
A.1	August 19, 2005 Meeting Agenda	Conference Call
A.2	August 23, 2005 Meeting Agenda	Conference Call
A.3	September 13, 2005 Meeting Agenda	Nashville
A.4	October 3, 2005 Meeting Agenda	Knoxville
A.5	October 27, 2005 Meeting Agenda	Cookeville
A.6	November 4, 2005 Meeting Agenda	<i>ETSU Partners</i>
A.7	November 10, 2005 Meeting Agenda	Nashville
A.8	November 28, 2005 Meeting Agenda	Cookeville
A.9	December 15, 2005 Meeting Agenda	Johnson City
A.10	January 5, 2006 Meeting Agenda	<i>ETSU Steering Com.</i>
A.11	January 10, 2006 Meeting Agenda	<i>ETSU Partners</i>
A.12	February 3, 2006 Meeting Agenda	Nashville
A.13	February 6, 2006 Meeting Agenda	Knoxville
A.14	February 9, 2006 Meeting Agenda	<i>ETSU Partners</i>
A.15	February 13, 2006 Meeting Agenda	Cookeville
A.16	March 13, 2006 Meeting Agenda	Knoxville
A.17	April 7, 2006 Meeting Agenda	Tri-Cities
B.1	August 19, 2005 Meeting Notes/Minutes	Conference Call
B.2	August 23, 2005 Meeting Notes/Minutes	Conference Call
B.3	September 13, 2005 Meeting Notes/Minutes	Nashville
B.4	October 3, 2005 Meeting Notes/Minutes	Knoxville
B.5	October 27, 2005 Meeting Notes/Minutes	Cookeville
B.6	November 4, 2005 Meeting Notes/Minutes	<i>ETSU Partners</i>
B.7	November 10, 2005 Meeting Notes/Minutes	Nashville
B.8	November 28, 2005 Meeting Notes/Minutes	Cookeville
B.9	December 15, 2005 Meeting Notes/Minutes	Johnson City
B.10	January 5, 2006 Meeting Notes/Minutes	<i>ETSU Steering Com.</i>
B.11	January 10, 2006 Meeting Notes/Minutes	<i>ETSU Partners</i>
B.12	February 3, 2006 Meeting Notes/Minutes	Nashville
B.13	February 6, 2006 Meeting Notes/Minutes	Knoxville
B.14	February 9, 2006 Meeting Notes/Minutes	<i>ETSU Partners</i>
B.15	February 13, 2006 Meeting Notes/Minutes	Cookeville
B.16	March 13, 2006 Meeting Notes/Minutes	Knoxville
B.17	April 7, 2006 Meeting Notes/Minutes	Tri-Cities
B.18	April 20, 2006 Meeting Notes/Minutes	Kingsport

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Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
1. Create an Oversight Commission	a. Conduct telephone conference with state agencies and university leaders – provide briefing on grant proposal and responsibilities; plan first steps	Bottoms O'Neill Fry	August 19, 2005	Telephone conference notes
	b. Meeting with task force leaders, state agencies' staff and university/district partners - get them ready to develop a plan for working together on redesign initiative	Bottoms O'Neill	September 13, 2005	Meeting notes Agenda
	c. Provide training on the Redesign Guiding Materials	O'Neill Fry John Bell Cathy Tencza	November 10-12, 2005	Participants' evaluations Agenda
	d. SREB follow-up assistance to TN state agencies to set goals and develop a collaborative work plan	Bottoms O'Neill	October-November, 2005	Plan reviewed by SREB
	e. <u>Framework:</u> SREB assist TN state commission to formulate essential competencies (standards) for redesign of leadership system SREB assist TN to develop key conditions and guidelines for redesign of preparation programs	O'Neill	As scheduled by the state team As scheduled by the state team	Competencies identified Key conditions and guidelines identified

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	f. SREB assist TN commission to appoint and implement task forces as requested	O'Neill	As requested by state team	Task force proceedings
	g. Assist TN to develop three-year plan for system design	TN Task Force State leadership	April 30, 2006	
	h. SREB Forum	SREB staff	May 18-19, 2006	Participants' evaluations Agenda
	i. Highlight of TN initiative presented at annual SREB LWC and Board meetings	Bottoms	June 28-30, 2006	Agenda Participants' evaluations State actions
	j. Develop and pilot test a new curriculum audit process		June 2006	
	k. Networking events: universities and their district partners; state agencies	O'Neill	Module Training Teams, Atlanta: October 5-7, 2005 Module Training Teams, Atlanta: January 23-25, 2006 Meeting in Johnson City, TN: February 10, 2006 SREB Forum: May 18-19, 2006 Teleconferences: Nov. 17, 2005; March 23, 2006	Records of telephone conferences Network meeting Team meetings
2. Univer-	a. Conduct telephone conference with	Bottoms	August 25, 2005	Conference notes

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
University/district partnerships	university and district partners to orient them to the grant proposal and plan first steps of implementation	O'Neill Fry Thayer		
	b. Redesign team establish a plan for working together on redesign	O'Neill University/district partners	September 13, 2005	Workplan reviewed by SREB
	c. University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data	O'Neill University/district partners	September 30, 2005	Meeting agendas and notes Visions, goals, essential competencies
	d. Assist development of criteria and process for selecting aspiring principals Cohort I	O'Neill	January – April	Two cohorts selected (24 total) Selection criteria
	e. University/district staff participate in module training	O'Neill Gray	October 5-7, 2005 January 23-25, 2006	Certified trainers at universities/districts for nine core modules
	Develop two courses	University faculty District partners Selected university faculty for TN	January – August 2006	Course syllabi (2) Audit of syllabi by state agencies using new process
	Select mentors and provide <i>Mentoring Principal Internships</i> module to	Cheryl Gray O'Neill	June – August 2006	Mentors selected and prepared to work with Cohort I
	Develop two additional courses	University faculty District partners	January – June 2007	Course syllabi (2) Audit results

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	f. Networking events: universities and their district partners; state agencies	O'Neill	<p>Module Training Teams, Atlanta: October 5-7, 2005</p> <p>Module Training Teams, Atlanta: January 23-25, 2006</p> <p>Meeting in Johnson City, TN: February 10, 2006</p> <p>SREB Forum: May 18-19, 2006</p> <p>Teleconferences: Nov. 17, 2005; March 23, 2006</p>	Records of telephone conferences Network meeting Team meetings
3. Enhance the capacity of current principals, district staff and school leadership teams to implement research-based school improvement strategies	a. Orientation to SREB Leadership curriculum and	O'Neill Fry David Hill (consultant) Universities: ETSU & TTU State DOE staff representatives	September 21, 2005: Johnson City, TN	Agenda Districts identified to participate in leading school improvement

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
	b. Identify three school teams in each school district to participate in the capacity-building initiative	O'Neill Fry David Hill (consultant) Universities: ETSU & TTU State DOE staff representatives	September 22, 2005: Cookeville, TN	Agenda Districts identified to participate in leading school improvement
	c. Select and prepare coaches for school teams (at least one for every two schools)	District-trained coaches & university faculty Thayer Gray	October 5-7, 2005 (Atlanta)	
	d. Organize and schedule module training	Gray School district staff	October 2005	Schedule for module training
	e. Conduct module training on <i>Using Data to Lead Change</i> for selected school teams	Gray	Mid-November – March 1, 2006	School teams participate in training Participant reflections and evaluations
	Conduct module training on <i>Prioritizing, Mapping and Monitoring the Curriculum</i> for school teams	Gray University/district-trained trainers	March 1 – May 31, 2006	Number of school teams completing module Module surveys School activities as follow-up
	f. Coaches assist schools with implementing new strategies from modules	Trained coaches	November 2005-May 2006	School improvement plans increasingly reflect strategies recommended in the

Major Objectives	Activities	Responsible Parties	Timeline	Evidence of Results
				modules
	g. School teams adjust school implementation plan	Thayer	January – June 2006	School improvement
	h. Administer module surveys	Thayer Gray School coaches	Three to six months after teams complete training May 2006: Data survey Sept. 2006: Curriculum survey	Survey results
4. Lessons learned	a. Conduct interviews with district staff, coaches and school staff	Thayer	January – April 1, 2006	Report/publication on lessons learned
	b. Conduct interviews with state department and universities to collect lessons learned	Thayer	January – April 1, 2006	Report
	c. Write a report/publication on lessons learned, following the internal review process established for the Wallace initiative	Thayer		Draft approved by senior vice president and ready for editing
	d. Analyze data from interviews and surveys	Thayer	April 1, 2006	Data included in the report (activity a.)
	e. Presentation at SREB Leadership Forum	O'Neill Thayer	May 18-19, 2006	Agenda Participant evaluations Subsequent state actions
	f. Presentation at the annual LWC and SREB Board Meeting	Bottoms O'Neill Thayer	June 28-30, 2006	Participants' evaluations State actions

April Draft Tennessee Standards for Instructional Leaders

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

Standard A: Continuous Improvement

Implements a systematic, coherent approach to bring about continuous growth in student achievement

- A1. Engages the education stakeholders in developing a school mission, vision and goals that emphasize learning for all students and is consistent with that of the school district
- A2. Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention
- A3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students
- A4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement
- A5. Develops collaborations with parents/guardians, community and school system leaders in the implementation of continuous improvement
- A6. Communicates and operates from strong ideals and beliefs about schooling

Standard B: Culture for Teaching and Learning

Creates a school culture and climate based on high expectations that are conducive to the success for all students

- B1. Affirms a school climate that provides evidence of values based on ethics, diversity, equity and collaboration with opportunities for shared leadership
- B2. Advocates, nurtures, and leads in sustaining a school climate and culture conducive to student learning that is consistent with the schools goals and mission
- B3. Promotes a safe, secure learning environment
- B4. Maintains effective discipline in the school and leads in developing self discipline and student engagement in learning activities
- B5. Facilitates and sustains a culture of learning for educators that protects teachers from issues and influences that would detract from their teaching time or focus
- B6. Develops team work, shared responsibilities and ownership

- B7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school
- B8. Leads educators in building relationships that result in a productive learning environment
- B9. Inspires and leads new and challenging innovations
- B10. Establishes and cultivates strong, supportive family connections
- B11. Recognizes and celebrates school accomplishments and acknowledges failures
- B12. Establishes strong lines of communication with teachers, parents, students and stakeholders.

Standard C: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

- C1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data
- C2. Leads educators and the school community in analyzing and improving curriculum and instruction
- C3. Ensures a rigorous curriculum with high expectations for all
- C4. Leads all educators in reading in the content area, writing across the curriculum and numeracy applicable to the subject
- C5. Leads educators and parents in a commitment to every adult being a teacher of literacy and numeracy
- C6. Uses current best practice while leading in the design and implementation of curriculum, instruction, and assessment that produces student learning

Standard D: Professional Growth

Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team

- D1. Systematically supervises and evaluates faculty and staff
- D2. Promotes, facilitates and evaluates professional development of faculty and staff
- D3. Models continuous learning by engaging in personal professional development
- D4. Provides leadership opportunities for faculty and staff and mentors aspiring leaders

- D5. Works collaboratively with the community, faculty and staff to plan and implement professional development that promotes personal, organizational and subject area knowledge and skill development
- D6. Provides teachers with opportunities for professional development necessary for the successful execution of their jobs
- D7. Uses data to measure the results of professional development and plan for the continuous improvement of a unified instructional team

Standard E: Management of the Learning Organization

Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

- E1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff
- E2. Focuses daily operation on the academic achievement of all students
- E3. Aligns financial and material assets and capital goods and services in order to allocate resources according to school priorities
- E4. Uses an efficient and effective budget planning process that involves staff and community stakeholders
- E5. Mobilizes community resources to support the school mission
- E6. Manages facilities and technological resources to support the schools mission
- E7. Is aware of details and undercurrents in the running of the school and uses this information to address current and potential problems
- E8. Implements a shared vision of resource management based upon equity, integrity, fairness, and ethical conduct

Standard F: Ethics

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate

- F1. Manages all professional responsibilities with integrity and fairness
- F2. Models and adheres to a professional code of ethics and values
- F3. Makes decisions within an ethical context and respecting the dignity of all
- F4. Serves as an advocate when educational, social or political change is justified
- F5. Makes decisions that are in the best interests of students and aligned with the vision of the school
- F6. Considers legal, moral and ethical implications when making decisions
- F7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications

Standard G: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

- F1. Involves the school community in appropriate diversity policy implementations, program planning and assessment efforts
- F2. Recruits, hires and retains a diverse staff
- F3. Recognizes and responds effectively to multicultural and ethnic needs in the organization and the community
- F4. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation
- F5. Recognizes and utilizes cultural, learning and personal differences as a basis for social and academic decision making

Phone Conference Agenda

USDOE Grant

Building Capacity for Redesign of Preparation of School Leaders

August 19, 2005 2:00 p.m. EST

Objective of the conference call:

- To prepare to implement the USDOE grant *Building Capacity for Redesign of Preparation of School Leaders* by providing information clarifying issues, addressing concerns, answering questions and constructing a time line for August, September and October that outlines meetings to be held, roles and responsibilities of grant partners and on-going communication.

Agenda Activities

1. Role call and introduction of conference call participants
2. Give a general overview to inform all of the grantees about the purpose of the grant and expected outcomes
3. Solicit input from conference call participants concerning the overview and any questions or concerns they may have
4. Clarify the roles and responsibilities of all of the grant partners and discuss the benefits the grant offers each partner
 - SREB
 - State
 - Universities
 - Local School Districts
 - Individual students
 - Others

5. Establish timelines for scheduling meetings during August, September and October to outline and develop detailed time lines for future activities and tasks for year one of the grant
6. Clarify who contacts will be and how on-going communication will be conducted
7. Discuss issues of immediate importance: IRB qualifications, Research Office approvals, orientation of university faculty, state department support staff and possible aspiring candidates
8. Establish a mutual understanding of the schedule and specific outcomes that are expected by the USDOE from this grant
9. Discuss any additional questions the grant partners may have

Phone Conference Agenda

USDOE Grant

Building Capacity for Redesign of Preparation of School Leaders

August 23, 2005 2:00 p.m. Eastern (1:00 Central)

Objective of the conference call:

- To prepare to implement the USDOE grant *Building Capacity for Redesign of Preparation of School Leaders* by providing information, clarifying roles and responsibilities, addressing concerns, answering questions and constructing a time line for August, September and October that outlines key activities, including meetings to be held, roles and responsibilities of grant partners and on-going communication processes.

Agenda Activities

10. Identify conference call participants
11. Give a general overview to inform the partners about the purpose of the grant initiative, major activities and expected outcomes
12. Solicit input from conference call participants concerning the overview and any questions or concerns they may have
13. Clarify the roles and responsibilities of all of the partners in the initiative and discuss the benefits the initiative offers each partner
 - SREB
 - State
 - Universities
 - Local School Districts
 - Individual students
 - Others

14. Establish timelines for scheduling meetings during August, September and October to outline and develop detailed plans for future activities and tasks for year one of the initiative
15. Clarify who primary contacts for each partner will be and how on-going communication will be conducted
16. Establish a mutual understanding of the schedule and specific outcomes and deliverables that are expected by the USDOE from this grant

Address any additional questions the grant

**USDOE Grant Meeting
Nashville, Tennessee
September 13, 2005
8:00 a.m. – Noon**

AGENDA

Goal: To meet with key leaders from Tennessee and develop an agreement and plan for entities to work together to build capacity for a systemic redesign initiative and pilot test implementation of a preparation program redesign process.

1. Review of contact information
 - a. Designate the persons who will work with SREB and be the main contacts
 - b. Establish the best form of communication for the commission
2. Overview of what is occurring in other states implementing systemic redesign of educational leadership
3. Identification of commission membership (Goal I)
 - a. Determine membership and representation
 - b. Review commission charge and selection criteria
4. Charge to the commission
 - a. Determine sub-task forces work especially in the area of standards
 - b. Plan how the commission will work with the sub-task forces
 - c. Determine the commission's work with universities and school systems
5. Identification of support staff for the commission and their roles
 - a. State department staff to provide support
 - b. SREB staff and their support role
6. Review of draft work plan for Year 1 and outline of how the three entities will collaborate on building capacity and pilot testing preparation program redesign process
7. Outline of tasks to be accomplished at each of the four commission meetings
 - a. What will need to be done to get organized
 - b. Identification of the Tennessee standards for school leadership
 - c. Approval of Tennessee standards for school leadership
 - d. Year II sub-task forces
8. Discussion of resources available to complete the work
9. Set calendar for next steps
10. Address questions as needed

**USDOE Grant Meeting
Nashville, Tennessee
October 3, 2005
10:00 a.m. – 3:00 p.m.
Pellissippi State Technical Community College**

AGENDA

Goal: University/district partners form design team and create visions, goals and essential competencies, based on district school improvement framework and student achievement data, and redesign team will establish a plan for working together on redesign.

11. Review of contact information
 - a. Designate the persons who will work with SREB and be the main contacts
 - b. Establish the best form of communication for the commission
12. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership
13. Identification of university/district partnership redesign teams membership
 - a. Determine membership and representation
 - b. Review the charge of the redesign teams
14. Charge to the university/district partnership

Teams of university and district members will work collaboratively to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.
15. Identification of support staff for the members of the university/district redesign team and their roles
 - a. Appoint university and local school system staff to provide support
 - b. Identify SREB staff and their support role
16. Review of draft work plan for Year 1 and outline of how the three entities will collaborate on building capacity and pilot testing the preparation program redesign process
17. Outline of tasks to be accomplished at each of the four commission meetings
 - a. Assist development of criteria and process for selecting aspiring principals
 - b. University/district staff participate in module training
 - c. Develop two courses
 - d. Select mentors and provide *Mentoring Principal Internships* module training
 - e. Set networking events: universities and their district partners; state agencies
18. Discussion of resources available to complete the work
19. Set calendar for next steps
20. Address questions as needed

**USDOE Grant Meeting
Cookeville, Tennessee
October 27, 2005
10:00 a.m. – 3:00 p.m.
Tennessee Tech University**

AGENDA

Goal: University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data and redesign team will establish a plan for working together on redesign

21. Introductions and review of contact information
 - a. Designate who will work with SREB and be the main contact for the university and each school district.
22. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership
23. Charge to the university/district partnership
 - a. A team of university and district members will work collaboratively to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement
24. Identification of university/district partnership redesign teams membership
25. Identification of support staff for the members of the university/district redesign team and their roles
 - a. University and local school system staff to provide support
 - b. SREB staff and their support role
26. Review of draft work plan for Year 1 and completion of the following tasks:
 - a. Development of criteria and process for selecting aspiring principals Cohort I (first draft)
 - b. Participation of University/district staff in module training (Who will attend and how will it be offered)
 - c. Selection of at least two courses or the equivalent to be redesigned for fall semester, 2006
 - d. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training.
 - e. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps
27. Address questions as needed

For Candidates:

1. Develop a screening process.

For Mentors:

2. Develop job description and assign stipend amount for mentors
3. Identify Principals to be invited to serve as mentors
4. Develop Timeline for
 - issuing mentor invitations
 - scheduling orientation
 - developing plans for mentor training

For Partnership Committee Members:

5. Plan for curriculum models we want to access in Atlanta.
6. Set Date for next meeting

Greeneville City Schools (GSC),
Kingsport City Schools (KCS), Greenville City Schools
East Tennessee State University (ETSU)
Partnership Team Meeting Notes
Nov. 4, 2005

Members: Present: Nancy Wagner (KSC), Karen Reed-Wright (KCS), Robinette Mitchell (GCS), Eric Glover (ETSU)

Tentative Decisions Made

Steps screening process for candidate selections:

1. Each district will hold information meeting. Eric Glover and or other ELPA Faculty members will attend.
2. All candidates will complete the ETSU graduate application process.
3. Both districts will hold individual screening sessions. Screening committee members will include ELPA (and an ETSU faculty representative who is not a member of the ELPA Department) for candidates seeking an ED. S. or ED. D. degree. This is a grad. School requirement). Each district will select 6 candidates.

Screening documents and other information sources will include:

- Transcripts (GPA)
- Writing samples (Graduate school essay, ELPA cold writing sample- computers will need to be available for screening sessions)
- Four letters of recommendation
- Interview with screening committee
- Resume documents
- Other documents the candidate may provide
- GRE scores (for Ed. S. and Ed. D. students). No minimum score has been set for candidates

Qualities the screening committee will consider are:

- Oral and written communication skills and abilities
 - Evidence of prior leadership experiences
 - Screeners perceptions of candidate leadership potential
 - Screeners perception of candidates characteristics as a learner (focus on life long/continuous learning interests and potential
 - Candidates views regarding the nature of needed leadership for public schools (a concern for and belief in all students)
4. Tentative schedule for screening process:
 - Information meetings: end of January 06
 - Graduate school application completed by March 1
 - Candidate selected by end of April

Mentor Selection

Each district will select 3 mentors. Mentors will be selected prior to screening so that they may serve on the screening committees. Each mentor will work with two candidate mentees. A goal will be to have one mentor from elementary level, one from middle school level, and one from secondary level from each district. During the program, mentees will have opportunities to work with mentors from each level. Because the mentor-mentee relationships are the heart of the program, our goal is to provide each mentor with a \$2000 annual stipend (Total cost will be \$12,000 per year). Mentor training will be provided by SREB. We need to have the dates very soon.

Next Steps

Committee members have begun identifying participants for SREB module training in Atlanta. We need to have the training dates very soon. Goal for participant training is to create a team of local trainers who will be able to:

- train our candidates
- train leaders from other districts in the area. These trainings can help fund the partnership program.

Questions we need to have answered are:

- How much flexibility do we have with the ½ day per week release time?
- In the event that one or both of the districts should select fewer than 6 candidates, can a candidate(s) be selected from outside of the two participant districts?
- What are the dates for the March 05 SREB module trainings in Atlanta?
- When will mentor training be provided?
- Who pays for registration fees and travel expenses paid for grant participants' attendance at this training?
- Our group wants to pay mentors \$2000 per annum (\$12,000 total each year). How do we do this? Would part or all of this funding come from our allocated funds?

Our next meeting is planned for 10:00 AM, Dec. 13th at:
Eric Glover's
237 Michael's Ridge Blvd.

For Candidates:

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For Mentors:

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Our next meeting is planned for 10:00 AM, Dec. 13th at:

Eric Glover's
237 Michael's Ridge Blvd.

**Education Leadership Commission
Nashville, Tennessee
November 10, 2005
9:00 a.m. – 3:00 p.m.**

AGENDA

Goal: Provide training on the SREB Redesign Guiding Materials to key state agency staff and commission representatives.

- | | |
|--------------|---|
| 9:00 | Welcome and Introduction |
| 9:05 | Introduction and Overview of the Tennessee Redesign Initiative |
| 9:15 | Introduction and Overview of Workshop |
| 9:35 | Current and Recommended Practices |
| 9:55 | Final Word Groups |
| <i>10:35</i> | <i>BREAK</i> |
| 10:50 | Technical vs. Adaptive Change |
| 11:30 | Introduction of Five-Phase Design |
| 12:00 | Lunch
** What is your vision for the state?
** How will this design work in TN? |
| <i>1:00</i> | Statewide Goals and Standards |
| 1:45 | Developing an Improvement Framework |
| 2:45 | Decisions on Writing Standards <ul style="list-style-type: none">• Who• How• When• Facilitation• Technical support• Next meetings: dates and focus of the work |
| 3:00 | Adjourn |

**USDOE Grant Meeting
Cookeville, Tennessee
November 28, 2005
9:00 a.m. – 2:00 p.m.
Tennessee Tech University**

AGENDA

Goal: University/district partners form design team & create visions, goals and essential competencies – based on district school improvement framework and student achievement data and redesign team will establish a plan for working together on redesign

- 28. Introductions and review of contact information
- 29. Overview of notes from October 27 meeting
- 30. Review articles sent to be read before meeting
- 31. Individual university/district partnership redesign teams work to complete assigned tasks
- 32. (Working Lunch)
Individual university/district partnership redesign teams report on their plans and complete the following tasks:
 - a. Development of criteria and process for selecting aspiring principals Cohort I
 - b. Participation of University/district staff in module training Selection of at least two courses or the equivalent to be redesigned for fall semester, 2006
 - c. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training
 - d. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps
- 33. Address questions as needed

**USDOE Grant Meeting
Johnson City, Tennessee
December 15, 2005
11:00 a.m. – 2:00 p.m.
East Tennessee State University**

AGENDA

Goal: University/district partners form design team & create visions, goals and essential competencies, based on district school improvement framework and student achievement data. Redesign team will establish a plan for working together on redesign

34. Introductions and review of contact information
 - a. Designate who will work with SREB and be the main contact for the university and each school district.
35. Overview of what is occurring in other states and with university/district partners implementing systemic redesign of educational leadership
36. Charge to the university/district partnership
 - a. A team of university and district members will work collaboratively to develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.
37. Identification of university/district partnership redesign teams membership
38. Identification of support staff for the members of the university/district redesign team and their roles
 - a. University and local school system staff to provide support
 - b. SREB staff and their support role
39. Review of draft work plan for Year 1 and completion of the following tasks:
 - a. Develop criteria and process for selecting aspiring principals Cohort I (first draft)
 - b. Determine participation of University/district staff in module training (who will attend and how will it be offered)
 - c. Select at least two courses or the equivalent to be redesigned for fall semester, 2006
 - d. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2005 and identify who will attend the training
 - e. Schedule networking events: universities and their district partners; state agencies and set calendar for next steps

40. Address questions as needed

SREB Leadership Team

Notes from 12-15-2005 Meeting

Please note – this is a transcript of my notes, not formal minutes. RGM

Attending:

Karen Reed-Wright

Nancy Wagner
Eric Glover
Robbie Mitchell
Kathy O'Neill

Kathy - Jan 13 – Standards Committee will have first meeting in Nashville – Mary Jo Holland,
chair - asst director of TSBA

Kathy - Feb 3 – Nashville – we need to report to the Commission – funding available for travel?

Kathy – Written interview questions? Don't choose anyone you wouldn't want to put in charge
of a school.

Screening process needs to be replicable and documented. Collect sample exemplars of forms
and submissions.

Create a rubric to document selection process – because people will receive funding. In case of
future challenges.

Kathy – require a portfolio? Some discussion – nothing major.

Bottom line of grant – create situation where leaders are not getting paid for degrees, but for li-
censure in use on the job.

Tenn Ed Leadership Redesign Committee – 24 people – to assign 5 task forces.

1. Standards
2. Selection and preparation (us and TTU)
3. Certification and licensure
4. Professional development and induction
5. Evaluation and working conditions

Groups 3, 4 and 5 – leaders have been named but no members have been chosen and no meetings
have been held.

Training

Jan 23 – 25 – Monday – Wednesday, Atlanta Airport Marriott

Registration, travel expenses and accommodations will be covered from grant

Concentrate in January on the first 2 modules to be changed in the ETSU program –
Those are 5100 and 6100 – so modules would be Change/Self and Others, Building/Leading
Teams

May 18 & 19 – opportunity to share (1-3-2006 note – I have no idea what this means – I hope
someone else does, rgm.)

Registration –

Reimbursement form – NON SREB form – straight from SREB

Could reimburse school system?

SREB will master bill rooms.

On fax registration – note USDOE – SREB will make arrangements for rooms. Attn: Crystal Flowers.

Mentor training in June –
Come to NPDC in Greeneville?
Or will do in Knoxville – Pellissippi ?
June 6-8 TWT – homework
SREB will furnish trainers
Who can attend? As many as we want.

Mentors – journal their experience and document time used for future use , replication.

Feb 3 – Eric, Nancy and Robbie to Nashville to report to Commission
Feb 6 – Task force meets again with middle Tenn group - Pellissippi – status and next steps

Set date for Jan information meetings in system –
Jan 10 – Eric – Greeneville, 3:00

We meet again – Jan 5 – 10:00 (has been changed to 1:00) Eric's house – planning info sessions and travel to Atlanta

SREB Grant Partners Meeting 1-5-06

Some details for January module training:

- hotel reservations
- list of module training participants
- transportation

Plans for orientation meeting

Sign in sheet with phone and email

Eric- walk participants through current program format (brochure)

Details of grant components that benefit students-

- time requirements
- tuition help
- limited to six per district
- commitment by district for placement
- commitment by students to district
- roll of mentors
- other
-
-
-
-

Question and Answer Session

Questions for us:

When do we want to hold classes?

What time accommodations for students by districts?

Who provides instruction? -ETSU requires terminal degree.

Attendance at Pellissippi on Feb. 6th. Who needs a ride?

Who reports?

What?

Next meeting: _____

Greenville-Kingsport Steering Committee Notes

Meeting Jan. 5, 2006

Attending: Nancy Wagner, Robbie Mitchell, Karen Reed-Wright, Eric Glover

1. We envision three levels of participation on our team: Nancy, Robbie, Karen and Eric, Louise, and Hal will serve as steering committee members. Our design team (DT) will have two levels.
DT 1 will include everyone listed in item #2 below
DT2 will include everyone from DT 1 who is engaged in designing a course or courses. For example those in the list below with a DT2 designation will be involved in designing the initial course (5100/6100 Interpersonal Relations). All together the team will consist of design team members, mentors, and district directors.
2. Discussed hotel reservations, transportation, planned participants, and modules selected for January 23rd through 25th SREB training in Atlanta.
Participants and selected modules will be:
Kingsport:
DT2 Nancy Wagner- Leading Assessment and Instruction
Carolyn McPherson- Creating High Performance Learning Culture
Lenore Kilgore- Creating High Performance Learning Culture
Janet Faulk- Creating High Performance Learning Culture
DT2 Dory Creech- Using Data to Lead Change
DT2 Karen Reed Wright- has yet to receive ticket
DT2 Susan Lewis is unable to attend but will participate on design team
Greeneville:
Terri Tilson- Leading Assessment and Instruction
Terri Rymer- Leading Assessment and Instruction
Linda Stroud- Culture
Vicki Kirk- Building/ Leading Teams
Larry Neas- Leading Change
DT2 Robbie Mitchell- Coaching for School Improvement
Vivian Franklin- Personalizing the Learning Environment
ETSU:
DT2 Eric Glover- Creating High Performance Learning Culture
DT2 Louise MacKay- Building/ Leading Teams
3. Overall design format will begin with current Administrative Endorsement Program, based upon current syllabus and IM Series curriculum document (developed from previous SREB course development grant) for each course, and make modifications based upon SREB modules and other best practices. Additional changes modifications will result from information shared with/by Tennessee Technological University and SREB affiliates.
4. Courses will be offered on Tuesday evenings (4:00-9:50 PM). Preference from interested parties in both districts is that classes be offered on ETSU main campus.
5. 40-50 individuals have expressed an interest in program. Orientation meetings are scheduled for Tuesday (Greeneville at 3:00) and Thursday (Kingsport at 3:30). Robbie will set up agenda for Greeneville meeting; Eric will adapt this agenda for Kingsport meeting.
6. Applicants will pay ETSU application fee (\$25).
7. Screening Process- we will carefully document.

- Eric will create rubric to include:
 - cold and hot writing samples
 - evidence of quality teaching/leading (leadership potential)
 - professionalism (beliefs regarding the nature of students and learning)
 - Students will need to provide the following at the screening:
 - copies of resume for screeners
 - evidence of quality teaching/leading (leadership potential)
 - professionalism (beliefs regarding the nature of students and learning)
8. Tentative internship expectations are that:
- ETSU 540 hour expectation will be a minimum, but may require substantially higher time investments.
 - Internships will be individualized (at least to some degree) and negotiated by student/candidate, mentor, and program coordinator. We can add others. Schools directors?
 - A goal is to provide students with actual leadership opportunities.
 - We will look to provide students with internship opportunities in both districts (to broaden experiences).
 - Discussed variations to release time maybe 2 days each month rather than ½ day each week. Perhaps 1 week per semester, etc.
9. We plan to ask students to pay for books, transportation throughout program.
10. We will meet during Atlanta training to schedule and plan screening sessions. Eric will bring drafts of assessment documents (scoring guide, rubric) for review.

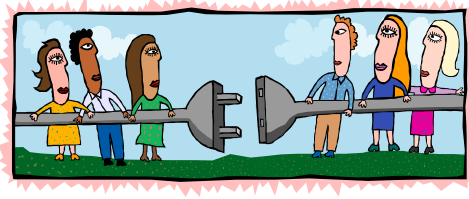
Questions for Kathy O'Neill:

- Grant calls for 18 credit hour course development. The ETSU ME Program is 36 credit hours (six 6 hour courses). Will grant pay for 36 hours of tuition per student or 18 hours? Are 18 hours of grant funded course development to serve as 3 hours of each 6 hour credit or the entire 6 hours for the first three courses? Or, do we decide? What is total allocation for tuition in grant?
- Clarification regarding our role at meetings in Nashville on 2-3-06, and Pellissippi on 2-6-06.
 - who
 - What do we do? Report? How long?
 - copies of agendas and times for both meetings.
- We need real budget information beyond \$30,000 for development of 18 credit hours. Are their funds for training, travel for mentors beyond mentor training in June? Funds for paying substitute teachers during student internship periods? Etc? We need to see the whole picture. What is our entire share of grant? How is it allocated?

Tasks for Eric:

- Meet with Hal to:
 - provide update.
 - investigate opportunity for teacher ed. Students, graduate assistants, etc. to serve as substitutes for admin. endorsement students as part of student teaching requirement.

Create scoring guide and assessment rubric for candidate screenin



January 10, 2006

Agenda

Welcome

Introductions

Brief History

Application Process

Questions / Answers

Timeline / Next Steps

January 23-25, 2006 – Mentor principals and other administrators will attend SREB Leadership Curriculum Module training in Atlanta.

February 1, 2006 – All candidates interested in applying will complete the graduate school application process for ETSU.

February 9, 2006 – Mentors and Design Team members meet.

April 30, 2006 – Candidates will be selected by this date.

June 6-8, 2006 – Mentor principals will attend SREB Mentoring training. Site to be announced.

Fall semester 2006 – Greeneville/Kingsport cohort begins

*“ It is no profit to have learned well, if you neglect to do well.”
Publilius Syrus (~100 BC)*

By February 1, 2006, complete your application for acceptance to ETSU graduate school. Materials provided by Dr. Glover.

After you have been notified that you have been accepted to the graduate school, you will be scheduled for a screening and interview which will serve the ELPA acceptance process, as well as the selection process to be one of Greeneville's 6 cohort candidates. The screening committee will consist of:

- 2 ETSU representatives
- Mentor principals
- 3 District administrators

For the ELPA and cohort screening process, you need to be prepared to provide:

- Cold writing sample
- Student data
- Samples of student work
- Evidence of your experience with team participation and leadership
- Evidence of your lifelong learning experiences
- A statement of your beliefs about students, teaching and learning
- A current resume

Could you be accepted to the graduate school and not to ELPA or the cohort? Yes

Could you be accepted to the graduate school, to ELPA and not to the cohort?

Yes

Six (6) candidates will be selected for the cohort. By accepting one of the six positions, you will be committing to completing the program. Dropping out is not an option.

Tennessee Redesign Commission Workshop
Nashville, Tennessee
February 3, 2006
9:00 a.m. – 3:00 p.m.

AGENDA

Goal: To inform Commission members of work in other states of progress being made in standards, selection and preparation task forces and to organize additional task forces for certification, induction and professional development, and evaluation and working conditions.

- | | |
|-------|--|
| 9:00 | Welcome and Introduction.....Gary Nixon |
| 9:15 | Review Report on Progress of USDOE GrantKathy O’Neill |
| 9:30 | Report from Alabama.....John Bell |
| 10:30 | BREAK |
| 10:45 | Update from University/District Partners on Selection and Preparation
Sandy Smith and Larry Peach- Tennessee Tech University
Eric Glover, Robbie Mitchell and Nancy Wagner-
East Tennessee State University |
| 12:00 | Lunch
Question and Answer Session with John Bell and University and District Partner
Representatives |
| 12:45 | Update from Standards Task Force.....Mary Jo Howland |
| 1:15 | Structure of Certification, Induction and Professional Development, and Evalua-
tion and Working Conditions Task Forces.....Kathy O’Neill |
| 1:45 | BREAK |
| 2:00 | Decisions on Meeting Schedules of Task Forces.....Kathy O’Neill <ul style="list-style-type: none">• Who• How• When• Facilitation• Technical support• Next meetings: dates and focus of the work |
| 3:00 | Adjourn |

Notes from USDOE Tennessee Redesign Commission Workshop
February 3, 2006
Notes from Cheryl Gray, SREB

Welcome and Introduction

Gary Nixon opened the meeting at 9:10 a.m. Commission members and guests introduced themselves and their affiliation. Guests represented SREB, East Tennessee State University, Tennessee Tech University, and the Alabama Redesign Commission.

US DOE Grant

Cheryl Gray, representing Kathy O'Neill, overviewed the US DOE grant progress and reported that the commission progress is following a timeline consistent with the needs of the grant.

Alabama Redesign

John Bell, representative from the Alabama Redesign Commission, reported on the activities within his state supporting Educational Leadership redesign. Key points included:

- Governor's involvement and Congress on School Leadership; outcome was to present the best plan for educational leader development without regard to any funding issues; five task forces were developed
- The Standards task force began work first, followed by Selection and Preparation, Certification, Professional Development and Barriers and Incentives task forces. Each task force was co-chaired by a Superintendent and Principal. The Standards task force developed eight standards with accompanying indicators. One standard focused on diversity and the need to be trained to better understand the multiple cultures within the state's schools. Once drafted, the standards were reviewed by an Executive Committee and approved by the State Board of Education.
- The work of the Standards task force dovetailed with the Selection and Preparation task force. This task force identified four universities to intensively focus program redesign efforts. These universities are leading statewide efforts by modeling for other universities new programs and new partnerships with LEAs.
- Changing evaluation of university programs is necessary based on new redesign models. The decision to renew programs will be based on a committee's evaluation. The committee will be composed of 50% SDE staff and 50% representation outside of Alabama with those representatives outside of the state wielding 75% of the decision-making control. University programs out of compliance will be discontinued effective 2008.
- The Certification task force recommended moving from a "flat" certification, which allows people to get an increase in salary even when they are not in an administrative position, to a three-tier system. The tiered system includes mentoring, evaluating effectiveness based on student achievement performance, and exemplary leadership. The leader bears the responsibility for proving that their leadership is related to the achievement of students in their schools by defending their portfolio. One issue that is of concern is the principal who changes job locations during the first years of employment.
- The Professional Development task force reviewed the quality of professional development counting for licensure, at the urging of the federal government. This prompted a new office to be developed at the SDE and new requirements that include submitting an RFP for professional development one year ahead and being listed in a menu of offerings from the SDE. The effectiveness of professional development will also be evaluated.
- The Barriers and Incentives task force has examined relocation incentives for leaders to move to need-filled areas of the state and training for local boards of education.

- The final report of the Governor's Congress occurred on May 11, 2005. In addition to the standards, a code of ethics was also approved. The Governor's Commission on Quality Teaching is now beginning.

Discussion with Tennessee Commission members included the impact of standards on private universities; systems of higher education in Tennessee and Alabama; pay incentives; support from SREB; the importance of a "straw dog" approach; the sense of urgency or political will.

University/District Partners

Sandy Smith and Larry Peach overviewed the redesign of leadership preparation at Tennessee Tech University. Two new courses are being added to the curriculum this year. Eric Glover provided the overview of East Tennessee State University's redesign process. Robbie Mitchell described the partnership of Greeneville City Schools with ETSU. Both universities described their participation in the SREB Leadership Curriculum Module Training and the mentoring project of the US DOE grant. Rick Hopka of the University of Memphis described their partnership over a period of years training leaders with Memphis city schools and the local business community.

Discussion with Tennessee Commission members included whether these universities are "pilots" or models for the state; consistency among universities for course titles, descriptions and competencies of candidates; and the need for being explicit with employers of candidates about competencies and qualifications.

Tennessee Standards Task Force

The standards task force met once as a whole group and then as subgroups to make changes. They used the proposed standards from 2002 as a starting point for today's draft for the Commission's review. Commission task force members facilitated a discussion around five questions related to the draft standards proposed by the task force. These questions asked commission members to consider whether:

1. the proposed standards captured all the big ideas of what effective building level instructional leaders should know and be able to do
2. the descriptions of the standards were clear and meaningful; whether the descriptions were sufficient or a rationale was needed to precede each description; whether the format was user friendly
3. the indicators were detailed and lengthy enough; whether they were measurable; whether the indicators should be more detailed and descriptive; whether the indicators should be more general and the format provide for only a few key indicators of each standard
4. the standards should be written for entry level professionals only; whether the standards should include a rubric to describe different levels of meeting the standards; whether the indicators be written in more specific language
5. the committee had further instructions, directions or comments for the standards committee

Discussion with Tennessee Commission members included who the standards will apply to, whether the commission will recommend for all leader roles or just building leaders; the role of the building leader in allocation of resources; the relationship of standards to job evaluation; and the breadth of the standards and indicators. The task force will consider the discussion and return with a revised draft of standards for the Commission.

Commission Task Force Participation and Meeting Schedule

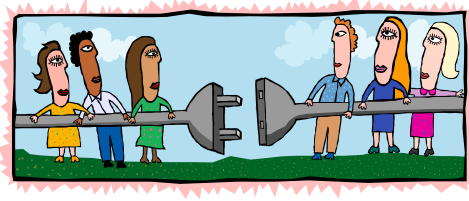
Following a brief discussion with the remaining commission members present, Gary Nixon recommended that discussion of task force representatives be deferred. Dates for April and June Commission meetings of the will be communicated by e-mail.

The meeting concluded at 2:20 p.m.

USDOE Grant Meeting
Nashville, Tennessee
February 6, 2006
9:30 a.m. – 1:30 p.m.
Pellissippi State Technical Community College
Executive Conference Room
AGENDA

Goal: To inform university/district partners of the work of the Commission and task forces and to share information about the selection and preparation redesign plans for each partnership.

1. Welcome and Introductions.....Kathy O'Neill
2. Review of contact information.....Kathy O'Neill
3. Overview of what is occurring with each university/district partnership concerning selection, preparation and redesign.....University/Districts
4. Review of draft work plan for Year 1 and outline to determine where we are in the process and if we are on task.....University/Districts
 - a. Develop criteria and process for selecting aspiring principals
 - b. Develop a preparation program that 1) emphasizes the principal's role in curriculum, instruction and student achievement; 2) incorporates research-based school and classroom practices that raise student achievement; and 3) addresses local school improvement frameworks and needs that relate to student achievement.
5. Discuss module training.....University/Districts
 - a. University/district staff participate in module training
 - b. Discuss how to redeliver
 - c. Discuss how to develop new courses/themes
6. Discuss mentor training.....Kathy O'Neill
 - a. Select mentors and provide *Mentoring Principal Internships* module training
 - b. Logistics of presenting module training
7. Discuss resources available to complete the work.....Kathy O'Neill
8. Set calendar for next steps.....Kathy O'Neill
9. Address questions as needed.....Kathy O'Neill
10. Lunch 12:30- 1:30



SREB Grant – Tennessee – USDOE
Design Team / Mentor Principals

February 9, 2006

Agenda

Welcome / Sign In

Overview of Role of Mentor Principals

Overview of Role of Design Team

Overview of Screening Process for Candidates

Timeline and Next Steps

“So many of our dreams at first seem impossible, then they seem improbable, and then, when we summon the will, they soon become inevitable.”

Christopher Reeve 1952 - 2004

Green-King-ETSU Partnership Summary Notes
Screening/ Mentors Joint Meeting
Feb. 9 2006

1. Overview for Green-King-ETSU organization: three parts: screening committee (4 people), mentors (6 people), and design teams (made up of screening committee members and mentors (variable numbers))
2. Overview of mentors' position and responsibilities
 - Mentors with terminal degrees will have opportunities (but not obligated_ to teacher administrative endorsement courses.
 - Mentors will be selected to serve on curriculum design teams based upon module training related to course in design, other special knowledge and interest related to course in design.
 - Screening team is committed to paying \$2000 for years two and three.
 - Will find out more at mentor training June 6-8.
 - Candidates will work with several mentors including principals from both districts and from elementary, middle and high school levels.
 - Grant calls for mentors to be paid \$500 for year one and \$1000 for years two and three.
3. Screening Process:
 - Two step process:
 - ETSU acceptance based upon Administrative cohort screening form scores: criteria are writing skills, speaking skills, employment record, reference letters, estimated ability to do graduate level work, evidence of leadership to date, and estimated leadership potential.
 - All acceptable candidates will be placed on prioritized list established by screening team (consisting of steering committee members and mentors)
 - Interview protocol questions:
 1. Please tell the committee about yourself including your individual work history.
 2. Describe an educational leader you admire. Why do you admire this leader?
 3. Why do you want to be a school leader?
 4. What are your strengths and what do you hope to gain from participation in this program?
 5. What do you hope to be doing five or ten years from now?
 6. What questions do you have for the committee?
 - Two dates:
 - Greeneville City Schools on March 4th
 - Kingsport City Schools on March 18

4. Timeline/ next steps

- April 30: 12 candidates selected for cohort: Eric Glover will notify selected candidates, screening committee members and candidates not selected for participation.
- June 6-8: mentor training in Greeneville- Robbie Mitchell will organize
- July 10-12: curriculum module training in Orlando
- April- August: curriculum development for ELPA 5100/6100

**USDOE Grant Meeting
Cookeville, Tennessee
February 13, 2006
1:00-3:00 p.m.
Tennessee Tech University**

AGENDA

Goal: University/district partners will form design team and create visions, goals and essential competencies, based on district school improvement framework and student achievement data. Redesign team will establish a plan for working together on redesign.

- 41. Welcome and introductions for any new attendees
- 42. Review of presentations for Commission, February 3, 2006
- 43. Review of ESTU and TN Tech joint meeting at Pellissippi, February 6, 2006
- 44. Discussion about reading on certification study
- 45. Presentation about teams and how they work
- 46. Finalization of plans for the following tasks: (Information needed for March 1 meeting in DC with USDOE)
 - a. Develop criteria and process for selecting aspiring principals Cohort I
 - b. Determine participation of University/district staff in module training; Select at least two courses or the equivalent to be redesigned for fall semester, 2006
 - c. Select mentors (three per district) and schedule *Mentoring Principal Internships* module training for June, 2006; Identify who will attend the training
 - d. Set calendar for next steps
- 47. Address questions as needed

USDOE Grant Meeting
Pellissippi, Tennessee
March 13, 2006
10:30 a.m. – 1:30 p.m.
Pellissippi State Technical Community College
Alexander Room 104
AGENDA

<p>Goal: To inform university/district partners of the work of the Commission and task forces and to share information about the selection and preparation redesign plans for each partnership.</p>
--

11. Welcome and IntroductionsKathy O’Neill
12. Update on each university/district partnership’s selection and redesign activitiesUniversity/Districts
13. Update on Commission workKathy O’Neill
14. Update on USDOE meeting.....Kathy O’Neill
15. Discussion of contracts for funding for module training, for redesign and for mentor stipendsKathy O’Neill
16. Discussion about future module training University/Districts
 - a. University/district staff participate in module training
 - b. How do we redeliver
 - c. How do we develop new courses/themes
17. Discussion of content of orientation University/Districts
18. Discussion of mentor trainingKathy O’Neill
 - a. Date and location for May district/university training (May 5)
 - b. Follow up date for June 6-8 for last half day and orientation
19. Discussion of resources available to complete the workKathy O’Neill
20. Discuss involvement in State Forum May 18-19, 2006.....Kathy O’Neill
21. Set calendar for next stepsKathy O’Neill
22. Address questions as needed.....Kathy O’Neill
23. Lunch 1:00- 1:30

**USDOE Grant Meeting
University/Partners
Tri-cities, Tennessee
April 7, 2006
10:30 a.m. – 1:00 p.m.**

AGENDA

Goal: To inform University/district partners of the work of the Commission and task forces and to share information about the selection and preparation redesign plans for each partnership.

48. Welcome and IntroductionsKathy O'Neill
.....
49. Update of what is occurring with the university/district partnership concerning the selection and redesign University/Districts
50. Update on Commission Work and Task ForcesKathy O'Neill
51. Review necessary edits for contracts for funding for module training for redesign and for mentor stipends, and prepare final copyKathy O'Neill
52. Discussion about future module trainingKathy O'Neill
 a. University/District staff participate in module training
 b. How do we redeiliver
53. Discussion of logistics for mentor training Robbie Mitchell
54. Agenda State Forum, May 18-19, 2006.....Kathy O'Neill
55. Report required for USDOE, May 31, 2006Kathy O'Neill
56. Set calendar for next steps University/Districts
57. Address questions as needed.....Kathy O'Neill
58. Lunch

Notes
Licensure & Evaluation Task Force
March 28, 2006
April 13, 2006

The charge of the Licensure and Evaluation Task Force

To identify ideal practices in the area of licensure and evaluation and develop recommendations that will close the gap between the real and the ideal.

- What are some widespread problems in the way Tennessee school leaders are licensed and evaluated?
 - ❖ Suggested Practices
- Universities and their district partners do not collaborate in a way that assures administrative candidates will have the knowledge and skills to improve schools and increase student achievement.
 - ❖ Require evidence of formally defined partnerships between leadership preparation programs and school districts including authentic, ongoing collaboration in program design, implementation and recruiting
- Leadership programs are often delivered by unprepared faculty who teach to “shallow” content standards. The insufficient rigor of some programs results in poorly trained candidates.
 - ❖ Require all approved programs adopt Commission approved content standards.
 - ❖ Require candidates to demonstrate
 - ❖ NOTE: Only those institutions with an approved redesigned program may recommend BAL

NOTE: Adjunct professors are an issue for program approval

- Many directors utilize performance contracts (evaluation models) that totally miss the mark and evaluating meaningless criteria and strategies. Evaluation is currently:
 - ❖ Tie performance to ongoing P.D.
 - ❖ Formative evaluation – with resources and/or a plan to support – tied to standards, community and district goals.
- The BAL to PAL process is ill defined and under utilized.

- ❖ In order to move from BAL to PAL, one should be allowed a certain number of years with an evaluation process that requires increased levels of professional growth.
- ❖ School leadership should follow a cycle of reflection, evaluation, professional development opportunity(per the state professional development policy – <http://www.state.tn.us/sbe/Policies/5.200%20Professional%20Development.pdf> and evidence of a change in practice as a result of professional development.
- Low performing schools often have low quality principals
NOTE: Working Conditions Issue
- Director of Schools often don't *buy-in* to the licensure process
 - ❖ Consider credential increased qualification for director of schools
 - ❖ Provide director of schools (or other evaluator) with leadership development training, support with developing performance contacts that will support the development of effective instructional leaders
 NOTE: Request data from TOSS on Directors and performance evaluation
- Assistant principal role is not always used to develop instructional leadership
 - ❖ Assistant principal role should be developmental
 NOTE: Professional Development Committee
 NOTE: Working Conditions
 ❖
- Field based experience and quality varies
 - ❖ Before BAL – Consistency in quality of experiences that are based on standards
 - ❖ Connection and alignment with standards
 NOTE: Program Approval IHE

- Lack of differentiation between (single tier) licensing and being qualified
 - ❖ Strengthen license with an establish a multi tiered system tied to increasing the effectiveness of the instructional leader practice.
 - TN has a 2 tier system ...Beginning (BAL)/Professional (PAL)
 - ❖ Master 3 tiers (Substantial pay increase for MAL) (10 years then part of Support Network)
- Lack of Induction and Mentoring programs
 - ❖ Requirement of an experienced professional mentor for new administrator
 - ❖ IF important, should be required for all
 - ❖ Need adviser(s) (a network) from among other district personnel, business community, parent, IHE, out of district personnel
 - ❖ Person evaluating should not be mentor

NOTE: PD Committee might look at TASL organizational structure to support professional network
- Principalship is seen as a way to enhance retirement “Last Five Years”
 - ❖ Require ongoing license maintenance responsibilities
- Resistance to work collaboratively state, universities, and districts, professional development groups
 - ❖ Need for collaboration and unification of current practices
 - ❖ Need for systemic change.
- Lack of funds (for mentors/for professional development)
 - ❖ Revisit and review funding streams to determine if additional funding is needed; Realign to address needed changes
- Lack of overall plan by state to comprehensively address problems/needs
 - ❖ Form a Commission involve all stake holders

Other suggested best practices

- ❖ **STOP approving substandard degree programs**

Make all programs meet new standards

- **STOP pay for degree in a field not related to job or licensure**
- **Cultivate leadership team building include district, building, IHE, and community**

Reminder: There is a great deal of resistance to change

- ❖ Second order change (Marzano) is required thus values and the culture need to change before it can happen – this takes a long time.
- ❖ Cultural issues regarding individual systems and IHE
- ❖ Possible loss of money, power or prestige
- ❖ Commission will have to pull this together.

Recommended practices to improve the way school leaders are licensed and evaluated identified issues for other task forces.

- ❖ Principals not to be selected by locally by “Good Ole Boy Network” or idea that a military leader or business executive would be able to provide instructional leadership – but not to forget they may be selected if they meet criteria and standards.

NOTE: Selection Committee

- ❖ “TAPPING” recruiting promising leaders

NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Create a process for screening candidates and not self nominating

NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Development of a better screening process for applicants(Uniform)

NOTE: Selection and Preparation task forces(Program Approval)

- ❖ Make field experience a high priority for pre-service candidates ++

NOTE: Selection and Preparation task forces (Program Approval)

- ❖ Train central office personnel (who have never been principals) what school educational leaders should “resemble” +

NOTE: Professional Development

- ❖ Problem-based coursework

NOTE: Selection and Preparation/Program Approval

- ❖ Course content/sequence outcomes-based

NOTE: Selection and Preparation/Program Approval

- ❖ Selection process – should not be self nomination

NOTE: Selection Committee

- ❖ Increase exposure to school based practice, increase real world problem solving and require demonstrations of reflective practice

NOTE: Professional Development and IHE Issues

- ❖ Pay for top administrators – losing good administrators to private sector